



Economic Globalization, Social Justice and the Environment

Summary of Issues and Learning Outcomes

Lesson Outcome Students will expand their perspectives on globalization by exploring a series of economic, social, and environmental issues.

Inquiry Questions

- To what extent does globalization contribute to sustainable prosperity for all people?
- To what extent does globalization contribute to social justice, environmental sustainability, and quality of life?
- To what extent should I, as a citizen, respond to globalization?

Values and Attitudes Outcomes

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization.
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment.

Knowledge and Understanding Outcomes

- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development).
- 3.9 analyze multiple perspectives on sustainability and prosperity.
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements).
- 4.2 recognize and appreciate the importance of human rights in determining quality of life.
- 4.6 analyze impacts of globalization (labour issues).
- 4.7 evaluate relationship between globalization and human rights.
- 4.8 analyze how globalization affects individuals and communities.

Key Skills

- S.1 analyze current affairs from a variety of perspectives.
- S.6 demonstrate leadership during discussions and group work.
- S 8.6 apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues.
- S 8.7 use appropriate presentation software to demonstrate personal understanding.



Activity Overview

This activity examines a variety of issues around globalization. Students will be divided into groups and assigned a particular social justice or environmental issue of globalization. Each group will do background research and prepare a PowerPoint presentation about its issue. The presentation will explore and analyze opposing viewpoints on the topics presented.

Time:

- 4-6 periods

Preparation:

- Photocopy **Activity Master 7.1 Recommended Issues and Background Readings, Activity Master 7.2: Guidelines for the PowerPoint Presentation, and Activity Master 7.3: Globalization PowerPoint Rubric**

Key Concepts

- global poverty; global prosperity; sustainable prosperity
- social justice; equity; fairness; exploitation
- immigrant and migrant labour
- labour unions; labour rights; erosion of labor standards
- corporate off-shoring; job losses; economic insecurity; decline of national economies; corporate social responsibility; corporate citizenship
- protection of local economies; economic protectionism; localization; deglobalization
- economic disparities among developed and developing nations; exploitation of developing nations
- economic inequality/disparity; unfair distribution of the costs, benefits and burdens of economic globalization
- resource depletion; resource exhaustion; resource conservation; renewable and non-renewable resources; resource development
- global consumption patterns; global consumer culture; consumerism; North American consumption patterns; conscientious consumption
- environmental degradation; global climate change; deforestation; overfishing; pollution; extinction of plants and animals; invasive species; sustainable development; sustainability; stewardship

Resources

- A wide variety of articles are required for this activity. One of the best sources of information for this type of project is the LearnAlberta.ca Online Reference Centre:
<http://www.learnalberta.ca/OnlineReferenceCentre.aspx?lang=en>
These web sites can be accessed for free by teachers who sign up to the LearnAlberta.ca On Line Reference Centre.
- The articles recommended for this student research activity are from these websites and can be accessed by searching the title of the article or the topic/issue.
 - eLibrary Canada: Curriculum Edition
<http://elibrary3.bigchalk.com/elibweb/curriculumca/do/search>
 - Canadian Reference Centre
<http://web.ebscohost.com/ehost/search/basic?hid=113&sid=85de2ebc-ae4c-477d-9ef4-634e33e88de9%40sessionmgr113&vid=1>





- Opposing Viewpoints In Context. Two or more opposing-viewpoints articles can be found here on almost any issue of economic globalization.
<http://ic.galegroup.com/ic/ovic/?userGroupName=albertak12>
- The articles from Opposing Viewpoints are also available in the following books from the Greenhaven Press:
 - Current Controversies: Globalization. Ed. Debra Miller. Detroit: Greenhaven Press, 2007
 - Opposing Viewpoints: Globalization. Ed. Louise I. Gerdes. San Diego: Greenhaven Press, 2006
 - Opposing Viewpoints: Global Resources. Ed. David M. Haugen. Detroit: Greenhaven Press, 2008
 - Opposing Viewpoints: Global Resources. Ed. Helen Cothran. San Diego: Greenhaven Press, 2004
 - Opposing Viewpoints: Poverty. Ed. Karen Balkin. San Diego: Greenhaven Press, 2004
 - Opposing Viewpoints: The Third World. Ed. David M. Haugen. Detroit: Greenhaven Press, 2006
 - Current Controversies: Pollution. Ed. Debra A. Miller. Detroit: Greenhaven Press, 2007

Objectives/Rationale

Students will gain insight into globalization issues and into reasons for divided public opinion. By preparing, participating in, and viewing a series of presentations, they will develop critical thinking, creative thinking, and social participation skills.

Instructional Strategies

- 1) Ask the students, “What makes an effective visual presentation?” Record on the board both the major positive characteristics and the important negative characteristics of visual presentations. Advise the students to keep the points identified in mind as they complete this assignment.
- 2) Distribute **Activity Master 7.2: Guidelines for the PowerPoint Presentation**. Introduce students to the PowerPoint Assignment and including written instructions. Distribute **Activity Master 7.3: Globalization PowerPoint Rubric**.
- 3) Introduce topic options, **Activity Master 7.1 Recommended Issues and Background Readings**.
- 4) Divide the class into groups of three. Some groups of four may be required. If this is the case, assign each 4-person group a topic with three background readings.
- 5) Have students discuss topic options and submit a shortlist of their top three preferences to the teacher.
- 6) Select, then announce the assignment of topics.
- 7) Distribute various background readings and/or links for the chosen issue to groups.





- Instructional Strategies** cont.
- 8) Have students begin preparing their presentations.
 - 9) Class time will be required for research and preparation of the students' PowerPoint presentations--and for the presentations themselves. The teacher can provide guidance and encouragement to the groups during this time. If time is of concern, you may wish to assign this activity and provide some class time but continue with the next activity while they complete and polish their PowerPoint presentations.
 - 10) Students will present their projects to the class. Positive feedback should be provided to the students after each performance. The presentations will be formally evaluated by the teacher. Areas for improvement will be identified by the teacher. Grades will be awarded in each area of the marking scheme.

Follow Up At the conclusion of their presentation, the group will lead a classroom discussion about possible strategies to address the presented issue. Have the students transfer to their essay preparation notes any of the appropriate materials from this activity.

- Differentiated Learning**
- Students may choose to present their case study using a presentation tool other than PowerPoint, e.g. overhead presentation, a web page, video or audio dramatization, or a comic book.
 - Students may be given the option of recording their PowerPoint show on digital video for viewing by the teacher or by the whole class.
 - Recorded interviews using outside resource people can be effectively presented in the fishbowl format. These could be played for the class or reviewed solely by the teacher.
 - In lieu of a PowerPoint Presentation, a group of students could arrange a classroom visitation by someone with insight into the topic of economic exploitation of migrant workers or immigrant workers (e.g., labour activist, journalist or foreign temporary worker) or anyone with a specific perspective on any of the issues being presented.
 - CAUTION: if you are bringing in a guest speaker, be sure to advise them that the students will be asking them to support their position with factual examples and that supporting handouts are welcome.

Metacognition Did you find that you changed or altered your position on one or more of the issues? If you did, what caused the changes?

Assessment Provide each student a copy of the instructions and marking rubrics included as **Activity Masters 7.2 and 7.3**.





ACTIVITY MASTER 7.1:

Recommended Issues and Background Readings

(These issues are in a random order. Use only some of them, or replace them with other issues.)

Issue #1: To what extent is economic globalization harming the environment?

◦ **Yes**

The Pressures of Globalization Will Produce Unprecedented Environmental Deterioration.

Current Controversies: Globalization. Ed. Debra Miller. Detroit: Greenhaven Press, 2007.
Learn Alberta.ca: Opposing Viewpoints in Context: Globalization, 2007.

◦ **No**

Free Trade Protects the Environment.

Current Controversies: Globalization. Ed. Debra Miller. Detroit: Greenhaven Press, 2007.
Learn Alberta.ca: Opposing Viewpoints in Context: Globalization, 2007.

Issue #2: Should globalization be promoted to assist corporations?

◦ **Yes**

Sen. Warner touts global market to Virginia businessmen.

Nolan, Jim. Richmond Times-Dispatch, Va. 09-14-2010.
Learn Alberta.ca: eLibrary: globalization

THE PRIVATE SECTOR AND POVERTY ALLEVIATION: GROWTH, TRANSFORMATION AND PROSPERITY.

Saper, Arthur M. Behind the Headlines. 05-01-2006.
Learn Alberta.ca: eLibrary: economic

◦ **No**

WORLD TRADE – GLOBALIZATION.

Canada and the World Background. 10-15-1998.
Learn Alberta.ca: eLibrary: globalization

THE STRUGGLE FOR TRADE JUSTICE: Poverty tends to be raised, not reduced, by free trade.

Baird, Vanessa. CCPA Monitor. 06-01-2006.
Learn Alberta.ca: eLibrary: globalization

Issue #3: To what extent does economic globalization help developing nations?

◦ **Yes**

Globalization Helps Developing Nations.

Opposing Viewpoints: Globalization. Ed. Louise I. Gerdes. San Diego: Greenhaven Press, 2006.
Learn Alberta.ca: Opposing Viewpoints in Context: Globalization, 2006.

Globalization Helps Nations Develop.

Opposing Viewpoints: The Third World. Ed. David M. Haugen. Detroit: Greenhaven Press, 2006.
Learn Alberta.ca: Opposing Viewpoints in Context: The Third World, 2006.

◦ **No**

Globalization Has Harmed Developing Nations.

Opposing Viewpoints: Globalization. Ed. Louise I. Gerdes. San Diego: Greenhaven Press, 2006.
Learn Alberta.ca: Opposing Viewpoints in Context: Globalization, 2006.

Globalization Does Not Help Nations Develop.

Opposing Viewpoints: The Third World. Ed. David M. Haugen. Detroit: Greenhaven Press, 2006.
Learn Alberta.ca: Opposing Viewpoints in Context: Third World, 2006.





Issue #4: To what extent does globalization benefit Canadians (or Americans)?

- **Yes**

Free Trade and the Climb Out of Poverty.

Horwitz, Steven. Freeman. 03-01-2005.
Learn Alberta.ca: eLibrary: globalization

NAFTA Benefits America

John Murphy, “NAFTA at 15: Assessing Its Benefits,”
Chamber Post, February 18, 2009.
Learn Alberta.ca: Opposing Viewpoints in Context:
Globalization, 2010.

- **No**

The Economy: The Wealth Gap: New studies show Canada’s rich really are getting richer -- and the poor poorer -- as the middle class erodes

Janigan, Mary, Atherley, Ruth, Harries, Michelle, Branswell, Brenda, Demont, John. Maclean’s. 08-28-2000.
Learn Alberta.ca: eLibrary: social inequality

Canada discovers trickle-up economics.

McQuaig, Linda. The Toronto Star. 12-28-2010.
Learn Alberta.ca: eLibrary: globalization

Issue #5: To what extent is economic globalization reducing world poverty?

- **Yes**

Globalization Is Helping to Reduce World Poverty.

Opposing Viewpoints: Poverty. Ed. Karen Balkin.
San Diego: Greenhaven Press, 2004.
Learn Alberta.ca: Opposing Viewpoints in Context:
Poverty, 2004.

- **No**

Globalization Is Making World Poverty Worse.

Opposing Viewpoints: Poverty. Ed. Karen Balkin.
San Diego: Greenhaven Press, 2004.
Learn Alberta.ca: Opposing Viewpoints in Context:
Poverty, 2004.

Issue #6: To what extent will globalized free trade exhaust the world’s resources?

- **Yes 1**

Free-Trade Agreements Need to Be Repealed to Preserve Global Resources.

Opposing Viewpoints: Global Resources. Ed. David M. Haugen. Detroit: Greenhaven Press, 2008.
Learn Alberta.ca: Opposing Viewpoints in Context:
Global Resources, 2008.

- **No**

Globalized Free Trade Will Protect Global Resources.

Opposing Viewpoints: Global Resources. Ed. Helen Cothran. San Diego: Greenhaven Press, 2004.
Learn Alberta.ca: Opposing Viewpoints in Context:
Global Resources, 2004.

Issue #7: Should economic globalization be promoted to develop the Athabasca oil sands?

- **Yes**

Pay Dirt: Alberta’s Oil Sands-Centuries in the Making

video, 48 minutes, LearnAlberta.ca: Resource Search

Total’s upgrader approved; ERCB rejects oilsands plan’s opponents.

Healing, Dan. Calgary Herald. 09-17-2010.
Learn Alberta.ca: eLibrary: tar sands

- **No**

Tar Sands: Canada for Sale

video, 52 minutes, LearnAlberta.ca: Resource Search

TAR SANDS FEVER!

Woynillowicz, Dan. World Watch. 09-01-2007.
Learn Alberta.ca: eLibrary: tar sands





Issue #8: Should local economies be protected from globalization?

◦ **Yes**

Local Economies Should Be Protected from Globalization.

Opposing Viewpoints: Globalization. Ed. Louise I. Gerdes. San Diego: Greenhaven Press, 2006.

◦ **No**

Protecting Local Economies from Globalization Is Harmful.

Opposing Viewpoints: Globalization. Ed. Louise I. Gerdes. San Diego: Greenhaven Press, 2006.
Learn Alberta.ca: Opposing Viewpoints in Context: Globalization, 2006.

Issue #9: To what extent does globalization enhance democracy in Canada or the US?

◦ **Yes**

Globalization or Canadianization: Take your pick.

Bunner, Paul. Report Newsmagazine (Alberta Edition). 05-14-2001.

Learn Alberta.ca: eLibrary: Globalization and democracy

Bringing it all back home.

Shultz, Jim. New Internationalist. 02-28-2002.
Learn Alberta.ca: eLibrary: Globalization

It wasn't a waste of time.

DePape, Brigitte. Winnipeg Free Press. 07-17-2010.
Learn Alberta.ca: eLibrary: Globalization

◦ **No**

How Capitalism Is Killing Democracy.

Reich, Robert B. Foreign Policy. 09-01-2007.
Learn Alberta.ca: eLibrary: Democracy

Who'll curb corporations? The rich? Shareholders? Voters?

Finn, Ed. CCPA Monitor. 03-01-2010.
Learn Alberta.ca: eLibrary: Globalization and democracy

Global Democratic Development: What Should and Should Not Be Done.

Broadbent, Ed. Peace Magazine. 04-01-2008.
Learn Alberta.ca: eLibrary: Globalization

Issue #10: Should we embrace sustainable development?

◦ **Yes 1**

Sustainable Development Is Necessary to Protect Global Resources.

Opposing Viewpoints: Global Resources. Ed. Helen Cothran. San Diego: Greenhaven Press, 2004.

Learn Alberta.ca: Opposing Viewpoints in Context: Global Resources, 2004.

◦ **Yes 2**

Success Will Come to Companies That Contribute to a Sustainable Environment.

Current Controversies: Pollution. Ed. Debra A. Miller. Detroit: Greenhaven Press, 2007.

Learn Alberta.ca: Opposing Viewpoints in Context: Pollution, 2008.

◦ **No 1**

Sustainable Development Is Unnecessary.

Opposing Viewpoints: Global Resources. Ed. Helen Cothran. San Diego: Greenhaven Press, 2004.

Learn Alberta.ca: Opposing Viewpoints in Context: Global Resources, 2004.

◦ **No 2**

Sustainable Development Privileges the Few Over the Many.

Opposing Viewpoints: Global Resources. Ed. David M. Haugen. Detroit: Greenhaven Press, 2008.

Learn Alberta.ca: Opposing Viewpoints in Context: Global Resources, 2008.



Guidelines for the PowerPoint Presentation



Overview of Assignment: **To what extent does globalization contribute to social justice, environmental sustainability, and quality of life?**

- This is a group project. You must complete it as part of a group of 3 or 4 students.
- Prepare a PowerPoint presentation that examines the specific social justice or environmental issue of economic globalization that you researched in this activity.
- An article or set of articles about your case study must be submitted to the teacher at the start of your PowerPoint presentation. This submission will demonstrate that your presentation has been well researched with a bibliography provided.
- The presentation must be at least 5 minutes and no more than 15 minutes in duration.
- At least 10 PowerPoint slides must be shown in your presentation.
- Both text and images must be used in your PowerPoint slides.
- Include group member names on the first PowerPoint slide and on each article submitted.

Evaluation of Assignment

- A detailed marking scheme is provided on the following two pages.





ACTIVITY MASTER 7.3:

Globalization PowerPoint Rubric

Student Name: _____

CATEGORY	EXCELLENT (5)	PROFICIENT (4)	SATISFACTORY (3)	LIMITED (2)	POOR (1)
CONTENT - ACCURACY	Project includes all content needed and is accurate and balanced. There are no factual errors, and it is a highly effective study guide.	Project includes most content needed and is mostly accurate and balanced. It is an effective study guide.	Project includes basic content and is generally accurate and balanced. It is an adequate study guide.	Project includes little necessary content and/or contains many inaccuracies and an imbalanced approach. It is a limited study guide.	Project includes much inaccurate, irrelevant content and/or is overly brief. It is an inappropriate and/or inadequate study guide.
PERFORMANCE	Fully prepared, carefully dressed, and well-rehearsed in speaking and use of technology. Demonstrate excellence in awareness of audience and in public speaking skills, including use of gestures, eye contact, and body language. All group members participate.	Prepared, appropriately dressed, and rehearsed in speaking and use of technology. Demonstrate strong awareness of audience and use of public speaking skills, including gestures, eye contact, and body language. All group members participate.	Generally prepared, some awareness of dress, speaking technique, and use of technology. Demonstrate awareness of audience and use of public speaking skills, including gestures, eye contact, and body language. Most group members participate.	Some preparedness and awareness of dress, speaking technique, and use of technology. Demonstrate some awareness of audience and public speaking skills, including gestures, eye contact, and body language. Some group members participate.	Little or no preparedness and awareness of dress, speaking technique, and use of technology. Demonstrate little awareness of audience and public speaking skills, including gestures, eye contact, and body language. Few group members participate and/or do so haphazardly.
SEQUENCING OF INFORMATION	All information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical sequence. Few slides or items of information are out of place.	Information is generally organized in a logical sequence. Several slides or items of information are out of place.	Little of the information is logically sequenced. Many slides or items of information are out of place. Confused repetitive, contradictory, and simplistic.	Information is not sequenced, is minimal, and/or has little or no relationship to the position taken. Slides or items of information are out of place.
TEXT - FONT CHOICE & FORMATTING	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been planned to enhance readability.	Font formatting complements the content. Readability is adequate.	Font formatting detracts from the content and is difficult to read.	Font formatting confuses the content and may be unreadable.
USE OF GRAPHICS	All graphics are attractive (size and colors) and support the theme/content of the presentation.	Most graphics are attractive and support the theme/content of the presentation.	Generally, graphics are attractive, but a few do not seem to support the theme/content of the presentation.	Several graphics are attractive, though most detract from the content of the presentation and often do not support the theme/content of the presentation.	Few if any of the graphics are attractive and often detract from the content of the presentation. The graphics do not support the theme/content of the presentation.

